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UTILIZATION OF TIME ALLOTTED FOR GUIDANCE
BY EIGHTY-SIX TEACHER-COUNSELORS
IN IOWA SECONDARY SCHOOLS

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CHAPTER I

INTRODUCTION

Guidance services fill a need for assistance with vocational, educational, and personal problems. Social trends during the past decade have increased youth's needs for counseling. Expanding enrollments of secondary schools are creating further demand for guidance workers. Ross stated that the number of full and part-time counselors certified by the Iowa State Department of Public Instruction was 262 in 1959. The number of full-time counselors needed was estimated to be 708.¹ To help supply the need for trained personnel, the position of teacher-counselor was created.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the utilization of time allotted to teacher-counselors for guidance in Iowa secondary schools in 1958-59.

The study entailed an investigation of the scope of guidance duties performed by teacher-counselors. An attempt was made to learn the nature and extent of non-guidance

¹Roland C. Ross, (report by the Iowa Division of Vocational Education to Royce E. Brewster, Specialist for Guidance Practices, Office of Education, Washington 25, D. C., June 12, 1959).

services discharged during time released for guidance. In addition, the study surveyed preparation of these workers for teaching and counseling; and an attempt was made to ascertain their contribution to guidance and counseling programs in the Iowa secondary schools represented in the research.

II. REVIEW OF THE LITERATURE

Studies of the guidance programs in Iowa secondary schools. Literature in this area was reviewed in order to provide supplementary background for analyses of counselors' duties. Several researchers have conducted recent investigations of the guidance practices in Iowa secondary schools. In each of these studies, the questionnaire method was used to obtain information concerning various aspects of the guidance programs.

In 1949, Mullens investigated the educational and vocational guidance programs in 156 secondary schools representing eighty-six of the ninety-nine counties. Although this is not a recent study, it is of value for comparison with later studies. Data indicated that in these schools, guidance programs were in the beginning stage of development. Administrators were responsible for a large number of the programs, yet the majority had no formal training in guidance techniques. Basic services to students were haphazardly organized or not attempted in most schools questioned. It

was concluded that most schools were attempting to provide guidance services, but were hampered by lack of trained personnel and by limited budgets.¹

Smeltzer investigated the vocational guidance programs and vocational placement practices in both rural and urban high schools. A random technique was used to select 149 schools from the Iowa Educational Directory. On the basis of data received, Smeltzer concluded that vocational guidance and placement were carried on almost entirely by schools with an enrollment of two hundred or more. In larger schools, data indicated that guidance specialists did most of the counseling and placement; but in medium and in smaller schools the superintendent carried the greatest weight of responsibility in this area. Interviews were considered to be the most effective technique for performing vocational guidance.²

A more limited study was conducted by King to determine extensiveness of vocational and occupational guidance in the North Central Conference of Secondary Schools. The

¹Arthur W. Mullens, "A Survey of the Educational and Vocational Guidance Programs in the Secondary Schools of Iowa" (unpublished Master's field report, Drake University, Des Moines, May, 1949).

²John F. Smeltzer, "Vocational Placement and Guidance Practices in 108 Selected High Schools, Iowa, from 1953 to 1954" (unpublished Master's field report, Drake University, Des Moines, August, 1954).

eight schools selected ranged in enrollment from 314 to 604. In six schools, at least one teacher was given released time for counseling. All respondents required vocational interviews with each student, but not more frequently than once yearly. Students were free to request additional interviews in all schools surveyed. Only one school indicated an attempt to interview parents of all students.¹

The educational and vocational guidance practices being used in smaller Class B schools (enrollment below one hundred) were surveyed by Johnson. A large sample of 520 schools was selected and replies from 258, or 57.3 per cent, were received. This researcher made the point that guidance was facilitated in small schools by close student-teacher contact. It was concluded, however, that because of inadequate provisions for organized programs, these schools were not fulfilling their guidance obligations to students. Inadequacies noted included lack of trained personnel to conduct educational, vocational, and personal counseling. Questionnaire replies indicated that curricula in these schools were limited and inadequate in satisfying

¹Robert Lee King, "Extensiveness of Vocational and Occupational Guidance in the North Central (Iowa) Conference of Secondary Schools, 1957" (unpublished Master's field report, Drake University, Des Moines, August, 1957).

individual pupil needs.¹

Stevens investigated guidance practices in forty-seven junior high schools in six mid-western states, in which Iowa was included. Schools in cities of population 25,000 to 50,000 were selected for this study. On the basis of data received, four guidance services were identified: administrative practices, counseling, recording, and occupational information. The most serious weakness noted was in the follow-up of graduates. Less than one-fourth of the respondents used follow-up for evaluation and improvement of the guidance program.²

Studies of the duties of counselors. The textbook description of guidance duties limits counselors to those activities which require specialized training. In practice, however, the counselor often finds he may assume duties which make him a clerical worker or an administrative assistant, but which allow him little time for counseling.³

¹Glen Albert Johnson, "Guidance Practices in the Class B Secondary Schools of Iowa, 1955" (unpublished Master's field report, Drake University, Des Moines, August, 1956).

²Cecil J. Stevens, "A Comparative Analysis of the Ottumwa, Iowa, Junior High School Guidance Program with Forty-seven Midwest Junior High Schools" (unpublished Master's field report, Drake University, Des Moines, January, 1957).

³Angelo V. Boy, "Are Counselors Counseling?" Bulletin of the National Association of Secondary School Principals, XLII (September, 1958), 160-161.

The contribution of counselors to the total school program has been the subject of several investigations.

A study of one counselor's use of time was conducted by Maynard. During a seventeen-week period between mid-term examinations and the middle of May, 476 periods were available for guidance. More than one-fourth of this time was spent in administrative and clerical duties. Analysis revealed that much of the time used for guidance was consumed by remedial counseling which was felt to indicate a need for more and proper counseling.¹

In response to complaints by counselors in Ohio, the Educational Council of the Ohio Education Association sponsored a survey of counselors' duties. Questionnaires were used which requested a record of minutes spent on two typical days in the following activities: assigned teaching, assigned study hall, free periods, and guidance duties.

Data revealed that more time was spent on attendance records, student tardiness, discipline, and school failure than on counseling about vocational and educational plans and about personal, social or school problems. The researcher felt that counselors, administrators, professional organizations, and state departments or accrediting associations may

¹Ruth C. Maynard, "Need for Improvement in Counseling Procedures," The School Review, LIII (January--December, 1945), 531-533.

have responsibility for proper distribution of counselor time.¹

The attitudes of counselors toward duties they should perform and are performing were studied by Hitchcock. Replies from 1,282 counselors from schools in forty-seven states were received.

Data indicated that counselors either held graduate degrees or were working toward them. Of 291 counselors with bachelors' degrees, sixty per cent were working toward masters' degrees. Nine hundred forty-six counselors had received masters' degrees, and twenty-eight per cent of these were working toward doctorates' degrees.

Approximately one-third of the counselors replied that they worked full time in guidance. Of the part-time counselors, approximately three-fourths had duties in addition to guidance in four areas: social science, language arts, mathematics, and administration.

Of approximately 1,100 counselors who assisted pupils with course planning, occupational plans, and pupil problems, forty per cent did not feel that this was their job. Thirty-three per cent of 893 counselors, who interpreted tests to pupils, and of 538, who referred cases to other

¹Dwight L. Arnold, "Time Spent by Counselors and Deans on Various Activities," Occupations, XXVII (March, 1949), 391-393.

counselors, did not feel that it was their job. Similar results were obtained in other basic areas of guidance. Hitchcock concluded that in-service training was needed which would stress the basic philosophy of counseling and define jobs that counselors are to perform.¹

A study was conducted by Grant to test the theory that attitudes of counselors, administrators, and teachers toward the counselor's role affect attitudes of the student body. A questionnaire consisting of nine problem situations was prepared. Student replies indicated that they associated the counseling role with vocational and educational planning. Only four per cent of the students indicated that a counselor would be their first choice for assistance with personal-emotional problems. Faculty response to a parallel questionnaire was similar to that of students. Counselors identified themselves more strongly with the areas of vocational and educational planning than did other groups tested, and were uncertain of their ability to assist students with personal-emotional adjustments. This researcher concluded that some support had been gained for the theory that faculty attitude toward the counseling role is reflected

¹William L. Hitchcock, "Counselors Feel They Should," *Personnel and Guidance Journal*, XXXII (October, 1953), 72-74.

by students.¹

Using the Critical Incidence Technique, an attempt was made by Truax to identify effective and ineffective performance by small-school counselors. Information, consisting of 1,123 incidents of counselor behavior, was received from teachers, administrators, counselor-trainers, and counselors in forty-two states. Each incident was analyzed to determine behavior considered critical to counselor effectiveness or ineffectiveness. Behaviors were then organized into a meaningful pattern.

Four behaviors most frequently reported were: "providing services to students as individuals, maintaining the relationships between the school and the community, providing services and maintaining relationships with the school staff, providing services for students in groups". In the behavior "providing service to students as individuals", counselors were "most effective" and also "most ineffective". Truax felt that the Critical Incidence Technique has future value in establishing the role of the counselor.²

Studies of the duties of Iowa counselors. The studies

¹Claude W. Grant, "The Counselor's Role," Personnel and Guidance Journal, XXXII (October, 1954), 74-77.

²William E. Truax, Jr., "Critical Requirements of Small School Counselors," Personnel and Guidance Journal, XXXV (October, 1956), 103-106.

thus far reviewed have been made in states other than Iowa. Few studies of the duties of counselors in Iowa were found.

Lyons attempted to evaluate the coaches' role in the guidance of students by means of the questionnaire method. Replies from forty-seven coaches indicated that they were not given released time for counseling, but, in practice, contributed to guidance. Respondents felt that most interviews were conducted in the areas of health and physical education, social and recreational activities, social-psychological relations, personal-psychological relations, vocational and educational plans, and adjustment to school work.¹

Roloff surveyed the types of administrative and extracurricular duties performed by counselors and the effect of these duties upon performance of guidance. Of 260 schools which reported, 192 had guidance programs. Extracurricular duties for counselors were reported by 123 of these schools. One hundred nineteen schools reported that their counselors had administrative duties. Discipline, clerical chores, study hall, and attendance were the administrative duties reported by a majority of these schools. Many administrators

¹Edward F. Lyons, "The Guidance Functions of Athletic Coaches in the Class A Secondary Schools of Iowa" (unpublished Master's field report, Drake University, Des Moines, August, 1955).

felt that extracurricular and administrative duties hampered counselors because such duties as disciplinarian destroy rapport. Some felt that these duties could be handled without hampering guidance if the counselor had the right type personality.¹

An empirical study of counselor duties was conducted by Drahozal. Thirty counselors from five large cities participated. A questionnaire was used to obtain information concerning the schools and the training and experience of counselors. During two-week periods at the end of March and at the end of April, respondents kept daily diaries of their activities.

Five senior high schools with a median enrollment of 1,050 and eight junior high schools with a median enrollment of 725 were represented in the study. Data indicated that most of the counselors had completed training in the basic course of guidance and in techniques of counseling. The respondents reported they had professional education experience for a median of eight years, and released time for guidance for a median of four years.

The counselors spent 63.80 per cent of time in guidance activities, 23.27 per cent in non-guidance activities,

¹Harlan Arthur Roloff, "Opportunities for Employment in Guidance Work in Iowa High Schools" (unpublished Master's field report, Drake University, Des Moines, August, 1957).

and the balance largely in teaching and administration. Approximately forty per cent of the time spent in guidance activity was used for counseling. Educational planning was the chief type interview reported. Other time spent in guidance activities included group procedure--16.4 per cent, and work with classroom teachers--13.9 per cent.

Administrative activities consumed 47.1 per cent of the time spent in non-guidance activities. Most of the time spent in administrative activities was used for checking attendance, supervisory duties, and registration of students. Work with student groups was the only other significant non-guidance activity.¹

It should be noted that the study by Drahozal is limited in scope because medium and small schools were not represented. The Drahozal study will be used for comparison in development of this report.

In the studies reviewed thus far, there appears to be a lack of research designed to investigate intensively the duties of Iowa guidance workers. In addition, research is needed to describe the activities of teacher-counselors who comprise the majority of guidance personnel in Iowa.

¹Edward Charles Drahozal, "An Empirical Study of Guidance and Non-guidance Activities Performed by Counselors in Selected Iowa Secondary Schools" (unpublished Master's thesis, State University of Iowa, Iowa City, August, 1958).

CHAPTER II

METHOD OF PROCEDURE

This study was designed to be conducted in two parts. Part I was a pilot study conducted previous to the investigation in order to solicit participation of teacher-counselors. Because the information desired was confidential in nature, a favorable response to the pilot study was deemed necessary to the success of the investigation.

Part II, the investigation, consisted of two phases. The questionnaire phase was designed to obtain information concerning types of schools represented and training and experience of counselors. Information concerning counselor activities was obtained by means of the daily diary, in which respondents listed duties performed during time allocated for counseling.

All 142 Iowa-certified teacher-counselors listed by the State Department of Public Instruction were chosen for the study. Because of the size of this group, it was necessary to use correspondence rather than personal interviews to obtain information.

The pilot study was conducted February 2, 1959. Letters, briefly explaining the purpose of the study and the nature of information desired, were sent to the teacher-

counselors. Self-addressed cards were enclosed for the respondent's replies. The group was reduced to 137 by five teacher-counselors who indicated that, for various reasons, they did not have guidance duties during the spring semester, 1959. One hundred twenty-two, or 89.1 per cent, indicated that they were willing to participate in the study.

The questionnaire utilized in Part II encompassed six areas:

1. Training
2. Professional Organizations
3. Experience
4. Description of School
5. Description of Present Position
6. Evaluation of Guidance Program

Items were chosen which, in the opinion of the investigator and the members of the field report committee, would yield the desired information. Before mailing, several trial completions were made by faculty members of the researcher's school, and ambiguities were corrected. The questionnaires, with an explanatory letter enclosed, were mailed April 2, 1959. Follow-up cards were sent April 17, 1959. A return of 109 questionnaires, or 79.6 per cent, was eventually received.

April 27, 1959, through May 8, 1959, was selected as the two-week sample period for teacher-counselors' activities. The daily diary of Part II was kept during this period. The diaries consisted of five pages of folded

mimeograph paper stapled to form a booklet and trimmed to 3 3/4 inches by 8 1/2 inches. Two pages were allotted for each day. The left side of the page contained the date and space for listing of activities; the opposite page contained space for additional comments. Each day was divided into seventeen half-hour periods beginning 8:00--8:30 and ending 4:00--4:30. These periods were listed on both "Activities" and "Comments" pages in the diaries.

The diaries and explanatory letters were mailed April 23, 1959. Heavy return was experienced the week of May 11, then decreased. Follow-up cards were mailed May 14, 1959. Eighty-seven diaries were returned by the first week in June.

Three respondents who completed diaries had neglected to return questionnaires, and a second questionnaire was mailed to them June 3, 1959. Two of these questionnaires were returned. Only replies which included both the questionnaire and the daily diary could be used for compilation; therefore, the final sample consisted of eighty-six replies which constituted 62.8 per cent of the original group of teacher-counselors.

Responses to the questionnaires and to the diaries were analyzed for differences between participants in schools with diverse enrollments. The greatest differences were distinguished between respondents in schools with an

enrollment of eight hundred and more and those in schools with an enrollment below eight hundred. On the basis of this criterion, fifty-three teacher-counselors from the larger schools and thirty-three from the smaller schools participated in this research. The differences between larger and smaller school respondents were analyzed and reported in this research.

Schools from forty-three communities in Iowa employed certified teacher-counselors in 1958-59.¹ The teacher-counselor in one of these communities replied to the pilot study that he would be out of school during this investigation; therefore, the number of communities employing teacher-counselors in their schools during this research was reduced to forty-two.

¹Roland Ross, "Counselors in Iowa" (mimeographed bulletin of the Division of Vocational Education, State of Iowa, 1958-59).

CHAPTER III

PRESENTATION OF DATA

The data obtained in this research from teacher-counselors in Iowa secondary schools were classified into four categories: (1) description of teacher-counselors, (2) description of schools represented, (3) guidance activities, and (4) non-guidance activities. Data reported in categories one and two were taken from the questionnaire section of the investigation. Data from the daily diary section were reported in categories three and four.

I. DESCRIPTION OF TEACHER-COUNSELORS

Differences in some characteristics were found between teacher-counselors in larger schools, with an enrollment of eight hundred and more, and those in smaller schools, with an enrollment below eight hundred. These were reported in the areas containing differences.

Training. In response to the request, "Indicate the highest degree which you hold and the hours graduate credit which you have completed beyond this degree", twenty-four teacher-counselors, or 27.9 per cent, reported they held bachelors' degrees, and sixty-two respondents, or 72.1 per cent, reported they held masters' degrees. All teacher-counselors holding bachelors' degrees had completed courses

in addition to this degree. The number of hours ranged from three to eighty, with a median of thirty-two semester hours. Most teacher-counselors holding masters' degrees reported they had completed courses in addition to this degree. Semester hours of additional training ranged from zero to ninety-four, with a median of 24.5 hours.

Table I shows the major areas of undergraduate preparation and the number and per cent of teacher-counselors

TABLE I

MAJOR AREA OF UNDERGRADUATE PREPARATION OF
EIGHTY-SIX IOWA TEACHER-COUNSELORS

Major Area	Number of Teacher-counselors	Per Cent of Respondents
Social Studies	22 ¹	25.6
English	14	16.3
Mathematics	13 ¹	15.1
Business Education	11	12.8
Language Arts	6 ¹	7.0
Physical Education	6	7.0
Physical Science	5 ¹	5.8
Biological Science	4	4.7
History	3 ²	3.5
Speech	3 ¹	3.5
Industrial Arts	2	2.3
Driver Education	1	1.2
Home Economics	1	1.2
Music Education	1	1.2
Psychology	1	1.2
Total	93	108.4

¹one double major included

²two double majors included

reporting these majors. From the table it may be noted that fifteen different teaching majors were reported by the teacher-counselors, and that seven respondents held double majors.

Social studies was reported as the major by twenty-two, or 25.6 per cent; English by fourteen, or 16.3 per cent; mathematics by thirteen, or 15.1 per cent; and business education by eleven teacher-counselors, or 12.8 per cent. These four academic areas were the major fields of undergraduate preparation for approximately seventy per cent of the participants. Drahozal's study also indicated a wide range of subject matter background as characteristic of Iowa guidance workers.¹

Table II indicates a majority of eighty-four respondents had completed basic requirements needed for certification by the State Department of Public Instruction. Of the respondents, seventy, or 83.3 per cent, indicated completion of a basic course in Principles and Practices in Guidance. One or more courses in Techniques of Counseling had been completed by sixty-one, or 72.6 per cent. Drahozal reported that 93.1 per cent of thirty counselors who participated in his research had completed the basic course in Principles of Guidance, and 89.7 per cent had completed

¹Ibid., p. 31.

TABLE II

GRADUATE GUIDANCE COURSES COMPLETED BY EIGHTY-FOUR
IOWA PARTICIPATING TEACHER-COUNSELORS

Courses	Number of Teacher-counselors			Per Cent of Res- pondents
	One Course	Two or More Courses	Total	
Principles and Practices in Guidance	54	16	70	83.3
Techniques of Counseling	49	12	61	72.6
Analysis of the Individual	40	12	52	61.9
Educational and Occupational Information	39	11	50	59.5
Organization and Administration of Guidance Services	32	12	44	52.4
Educational and Psychological Statistics	30	9	39	46.4
Education				
Tests and Measurements	56	14	70	83.3
Philosophy of Education	42	15	57	67.9
Curriculum	37	16	53	63.1
Educational Research	28	24	52	61.9

TABLE II (Continued)

Courses	Number of Teacher-counselors			Per Cent of Res- pondents
	One Course	Two or More Courses	Total	
Psychology				
Child, Adolescent, Abnormal, or Indus- trial Psychology	38	24	62	73.8
Problems of Pupil Adjustment	26	4	30	35.7
Individual Differences	24	3	27	32.2
Individual Mental Testing	24	4	28	33.3
Others	12	3	15	17.9

the basic course in Counseling Techniques.¹

Teaching Experience. Eighty-four teacher-counselors replied to the question, "How many years have you taught?". Data indicated the participants had teaching experience of one to forty-five years, with a median experience level of 15.7 years.

Replies to the question, "How many years have you

¹Ibid., p. 36.

taught in this school system?", were received from eighty-four teacher-counselors. The respondents reported they had taught from one to thirty-eight years in the school in which they were currently employed. The median period of employment was 9.0 years.

Counseling experience. The question, "How many years have you been a teacher-counselor?", was answered by eighty-five participants. Data indicated this group had professional guidance experience of one to twenty-four years. The median experience level was 4.4 years.

The question, "How many years have you been a teacher-counselor in this school system?", was answered also by eighty-five respondents. Those answering reported they had remained with the school in which they were currently employed from one to twenty-four years. The median period of employment was 4.3 years.

Membership in professional organizations. All eighty-six participating teacher-counselors replied to the question, "To which of the professional guidance organizations do you belong?". Forty-four respondents, or 51.2 per cent, reported they were members of one or more professional guidance organizations.

Of fifty-three respondents employed by larger schools, thirty, or 56.6 per cent, were members of one or more

professional organizations; and twenty-three, or 43.4 per cent, did not belong to a guidance organization. Professional organizations represented and the number of larger-school teacher-counselors who were members of each were as follows:

Iowa Personnel and Guidance Association	28
American Personnel and Guidance Association	8
American School Counselors Association	3
National Vocational Guidance Association	1
Central District Guidance Association	1
National Association of Women Deans and Counselors	1

Of the thirty-three teacher-counselors employed by smaller school systems, fourteen, or 38.7 per cent, were members of one or more professional organizations; and nineteen, or 61.3 per cent, did not belong to a guidance organization. Associations represented and the number of smaller-school participants in each were as follows:

Iowa Personnel and Guidance Association	14
American Personnel and Guidance Association	6
American School Counselors Association	3
National Vocational Guidance Association	3
Central District Guidance Association	1

Teaching and counseling assignments. Teacher-counselors were asked to indicate the subjects taught and the number of periods per subject. This request was answered by eighty-six participants; however, four replied they did not have teaching duties. Of the four who did not teach, three were given full time for guidance; and

one was assigned half-time for administrative duties other than counseling and guidance.

Individual replies to this request from the eighty-two with teaching duties were compared to the major area of academic preparation. The comparison of teaching assignments and major areas of undergraduate preparation of eighty-two respondents is shown in Table III.

These data indicate that teacher-counselors in larger schools are assigned to teaching in their major area more

TABLE III

COMPARISON OF TEACHING ASSIGNMENT WITH MAJOR AREA
OF UNDERGRADUATE PREPARATION OF EIGHTY-TWO
IOWA TEACHER-COUNSELORS

	Teacher-counselors			
	Smaller Schools		Larger Schools	
	N	%	N	%
All teaching periods in major area	18	56.2	42	84.0
Half or more teaching periods in major area	7	21.9	0	0.0
Less than half of teaching periods in major area	3	9.4	0	0.0
All teaching periods in areas other than major area	4	12.5	8	16.0
Total	32	100.0	50	100.0

frequently than are those in smaller schools. Replies from forty-two teacher-counselors in larger schools, or 84.0 per cent, indicated they were assigned to the teaching of subjects in their major field during all teaching periods. Data indicated that only eighteen, or 56.2 per cent, of the counselors from smaller schools taught in their major field during all assigned periods.

The number of periods per day assigned to teaching, as reported by participants, ranged from one to five, with a median of three periods. This was also the modal number of teaching periods. The mean figure was 3.2.

Teacher-counselors were requested to state the number of pupils assigned for teaching. Replies were received from the eighty-two who had teaching assignments. Data indicated that the teaching assignment was 18 to 325 pupils in all schools and in all classes taught, with the median being 88.4. Because several spurious figures were present at the upper range of the data, the mean pupil load was not determined.

In reviewing data reported, it may be noted that the eighty-two participants were assigned a median of three periods per day for teaching, and their pupil load was a median of 88.4 students. The number of pupils per teaching period, therefore, was 29.4.

All participating teacher-counselors replied to the

request, "Indicate the number of periods per week allowed for counseling". These data indicate that the number of periods per week allowed for counseling ranged from three to thirty. The median and modal numbers of periods per week were ten.

Respondents were asked to report the number of counselees assigned to them for counseling. Replies from eighty-six indicated the counseling assignment ranged from 30 to 1,100. One teacher-counselor, assigned full time for guidance, reported he was the only counselor in a school with 1,100 enrollment. The median number of counselees assigned per teacher-counselor was 168.

In order to compare this study with other research, it was necessary to convert the median figure of ten periods per week allowed for counseling to two periods per day. The median number of pupils assigned for each daily counseling period was found to be eighty-four.

Drahozal reported the greatest number of counselors and teacher-counselors from selected Iowa schools were assigned fifty-one to seventy counselees per hour of released time for guidance.¹

Type counselees assigned. Eighty-four teacher-counselors replied to the request, "Indicate the type group

¹Ibid., p. 44.

which you counsel". Data indicated many of the respondents were assigned students from a specific grade level. Forty-one, or 48.8 per cent, of the participants were assigned counselees on this basis. Thirty-one, or 36.9 per cent, of the respondents were assigned a group of pupils which they counseled during their entire high school career. The remaining twelve respondents, or 14.3 per cent, were assigned counselees who were the same sex as the counselor. In addition to these basic assignments, many respondents noted in the questionnaires and daily diaries that they often were assigned additional clients. These included discipline problems, students who had failed, and pupils with personal problems. Many reported they were assigned an additional group near the close of the semester in order to assist them with scheduling.

II. DESCRIPTION OF SCHOOLS REPRESENTED

Enrollment by communities. Data received from eighty-six respondents represented schools in thirty communities, or 71.4 per cent of the forty-two with schools which employed teacher-counselors. Secondary enrollments of all communities ranged from 41 to 13,770; enrollments represented in this research ranged from 84 to 13,770. Median secondary enrollment of communities represented was 392.5, slightly larger than the median secondary enrollment of 338.5 in all

communities.

The total number of communities having Class AA schools, with enrollments of three hundred and more, was twenty-five. Twenty, or eighty per cent, of communities with Class AA schools were represented in this research. Total communities having Class A schools, with an enrollment of 100 to 299, numbered twelve. Nine, or seventy-five per cent, Class A schools were represented in this research. The communities having Class B schools, with an enrollment below one hundred, were least represented. Only one of five Class B schools employing teacher-counselors was represented.

Data reported above indicate that the sample used in this research was representative of communities with medium and large schools. Smaller schools were not well sampled; however, the greatest number of communities having schools employing teacher-counselors were those with medium and large secondary enrollments.

Basic guidance services. The participating teacher-counselors were asked to rate the adequacy of ten basic services of the guidance program in their schools. A scale was developed enabling respondents to mark each service "very adequate, "acceptably adequate", "less than adequate", or "not attempted". For purposes of this study, "very

adequate" was interpreted to mean fully sufficient in meeting the needs of at least seventy-five per cent of the students enrolled. "Acceptably adequate" meant sufficient to meet the needs of a majority of students, but in need of improvement. "Not adequate" was interpreted to mean sufficient to meet the needs of few students. "Not attempted" was self-explanatory. For compilation, a fifth category, "not reported", was added to assign participants who failed to rate a particular service.

A summary of the opinions of fifty-three respondents in larger schools concerning the adequacy of their guidance programs is shown in Table IV; a compendium of thirty-three in smaller schools is presented in Table V. Although these data are empirical in nature, they do represent opinions of the participating teacher-counselors. Comparison of data in Tables IV and V revealed the participants in larger schools gave higher ratings to all guidance services than did those in smaller schools.

As indicated in Table IV, sixty-six per cent of respondents in larger schools reported their individual inventory service was "very adequate". The testing service was rated "very adequate" by 73.6 per cent, and the evaluation service was rated "very adequate" by 62.3 per cent. A majority of teacher-counselors in larger schools rated all guidance services "very adequate" or "acceptably adequate",

TABLE IV

OPINIONS, EXPRESSED IN PER CENT, OF FIFTY-THREE IOWA
TEACHER-COUNSELORS IN LARGER SCHOOLS CONCERNING
ADEQUACY OF THEIR GUIDANCE SERVICES

Services	Per Cent of Respondents Rating the Service				
	Very Adequate	Accept- ably Adequate	Less Than Adequate	Not Attempted	Not Reported
Individual Inventory	66.0	32.1	0.0	0.0	1.9
Testing	73.6	22.6	3.8	0.0	0.0
Counseling	34.0	52.8	11.3	0.0	1.9
Occupational Information	30.2	50.9	18.9	0.0	0.0
Group Activities	17.0	37.7	35.8	5.7	3.8
Educational Placement	30.2	35.9	9.4	13.2	11.3
Vocational Placement	13.2	34.0	17.0	15.1	20.7
Follow-up	24.5	39.6	20.8	11.3	3.8
Research	37.7	24.5	20.8	11.3	5.7
Evaluation	62.3	20.7	11.3	5.7	0.0

with the exception of the vocational placement service.

Data presented in Table V indicate 51.5 per cent of respondents in smaller schools rated the testing service "very adequate". This was the only category in which

TABLE V

OPINIONS, EXPRESSED IN PER CENT, OF THIRTY-THREE IOWA
TEACHER-COUNSELORS IN SMALLER SCHOOLS CONCERNING
ADEQUACY OF THEIR GUIDANCE SERVICES

Services	Per Cent of Respondents Rating the Service				
	Very Adequate	Acceptably Adequate	Less Than Adequate	Not Attempted	Not Reported
Individual Inventory	45.4	48.5	6.1	0.0	0.0
Testing	51.5	39.4	9.1	0.0	0.0
Counseling	21.2	48.5	27.3	0.0	3.0
Occupational Information	15.2	66.6	15.2	3.0	0.0
Group Activities	12.1	45.5	24.2	15.2	3.0
Educational Placement	21.2	39.4	18.2	18.2	3.0
Vocational Placement	12.1	33.3	21.2	27.3	6.1
Follow-up	9.1	24.2	39.4	27.3	0.0
Research	18.2	30.3	27.3	24.2	0.0
Evaluation	24.3	42.4	21.2	12.1	0.0

teacher-counselors in smaller schools reported their guidance service to be "very adequate".

Previously quoted studies support the opinions of teacher-counselors in regard to some basic services of

guidance programs in Iowa schools. Smeltzer reported trained personnel were needed to improve vocational guidance services in medium and small schools.¹ Stevens noted a weakness in follow-up of graduates of large junior high schools in midwestern states, including Iowa.²

III. GUIDANCE ACTIVITIES

Information concerning the utilization of time allotted for guidance was obtained from daily diaries returned by eighty-six teacher-counselors. Titles of activities had varied meanings in the schools sampled. Explanations written on the "Comments" pages of the diaries were helpful in separating guidance from non-guidance activities.

In order to distinguish between guidance and non-guidance activities, the following criterion was established: guidance activities were those which required specialized training. Test administration, for example, was classified in the guidance category as "testing"; but recording test scores was considered to be clerical or a non-guidance activity.

Differences between teacher-counselors in larger schools, with an enrollment of eight hundred and more, and those in smaller schools, with an enrollment below eight

¹John F. Smeltzer, op. cit., p. 63.

²Cecil J. Stevens, op. cit., p. 27.

hundred, were noted in some categories of guidance and non-guidance activities. These were reviewed in the sections describing categories.

Data indicating the utilization of time allotted for guidance by eighty-six respondents are presented in Table VI. These data indicate that 76.9 per cent of time allotted was spent performing activities of a guidance nature, and 19.2 per cent was occupied by non-guidance activities. In addition, 3.3 per cent of hours were not noted; and 0.6 per cent were lost by absence from school by the participants.

TABLE VI

UTILIZATION OF TIME ALLOTTED FOR GUIDANCE
AS REPORTED BY EIGHTY-SIX IOWA
TEACHER-COUNSELORS

Activities	Number of Hours	Per Cent of Hours
Guidance	1,477	76.9
Non-guidance	368	19.2
Not Noted	63	3.3
Absent from School	11	0.6
Total	1,919	100.0

Drahozal reported similar results in a study of

selected Iowa counselors. Of time spent in guidance and non-guidance activities, approximately seventy-three per cent was occupied by guidance activities. Non-guidance activities consumed approximately twenty-seven per cent of total guidance and non-guidance hours.¹

The utilization of time for guidance activities is shown in Table VII. Twelve categories of guidance activities were reported by the participating teacher-counselors.

TABLE VII

UTILIZATION OF TIME FOR SPECIFIC GUIDANCE ACTIVITIES
AS REPORTED BY EIGHTY-SIX IOWA TEACHER-COUNSELORS

Category	Rank Order	Number of Hours	Per Cent of Guidance Hours
Counseling	1	1,075.5	72.8
Testing	2	97.5	6.6
Group Activities	3.5	70.0	4.7
Faculty Conferences	3.5	70.0	4.7
Individual Inventory	5	45.0	3.0
Placement Service	6	40.5	2.7
Professional Contacts	7.5	21.5	1.5
Community Activities	7.5	21.5	1.5
Follow-up	9	14.5	1.0
Occupational Information	10	13.0	0.9
Research	11	7.0	0.5
Evaluation	12	1.0	0.1
Total		1,477.0	100.0

¹Charles Edward Drahozal, op. cit., pp. 52-54.

Counseling. These data indicate that "counseling" occupied 72.8 per cent of time spent in guidance activities. The period of investigation, however, occurred toward the close of the semester when counseling duties are heavy.

In research conducted near the middle of the semester, Drahozal reported only 41.1 per cent of guidance time was used for counseling. A far greater portion of time was spent in counseling, however, than in any other guidance activity.¹

Further analysis of the data disclosed that participants in larger schools devoted a greater percentage of time to counseling than those in smaller schools. Larger school respondents spent 78.7 per cent of guidance hours in counseling; whereas, those in smaller schools counseled 61.0 per cent of guidance time. Hours in the category "counseling" were separated into areas and sub-areas and are presented later in this research.

Testing. This category ranked second in the guidance activities performed and occupied 6.6 per cent of total guidance hours. The high rank of this category is explained by hours utilized for administration of the National Merit Scholarship Qualifying Test, Form A, 1959, which was given

¹Ibid., p. 54.

during the period of investigation. The chief testing function of participating teacher-counselors was the administration of tests.

Drahozal also reported that administration of tests was an important testing duty performed by Iowa guidance workers.¹

Group activities. Data indicate that this category ranked 3.5 in guidance activities performed and occupied 4.7 per cent of total guidance hours. In group activities, a majority of time was devoted to orientation. Other activities included panel discussions concerning social and school problems, educational and post high school educational planning, test interpretation, and club activities. Classes in guidance were considered to be a teaching duty and were not included in this category.

In the study by Drahozal group procedures in guidance occupied 16.4 per cent of guidance time and ranked second in guidance activities; however, courses in guidance were considered to be a group procedure by this researcher. If time expended in teaching of guidance classes was omitted, this category ranked fifth in guidance activities. By omitting "courses in guidance", orientation was the chief group guidance activity reported by this researcher.²

¹Ibid., p. 61.

²Ibid., pp. 59-60.

Faculty conferences. This category also ranked 3.5 in order of guidance activities performed and occupied 4.7 per cent of total guidance hours. Faculty conferences as a guidance activity were of two types: (1) working with teachers or other counselors, and (2) working with administrators.

Drahozal's study did not include the area "working with administrators". Drahozal reported, however, that working with classroom teachers in guidance activities consumed nearly fourteen per cent of time spent in guidance.¹

Individual inventory. Data indicate that the respondents devoted three per cent of guidance time to this activity. Most time spent in this category was concerned with maintenance of cumulative records. A small amount of time was devoted to collecting and filing anecdotal records.

The only duty performed in the activity "individual inventory" was maintenance of cumulative records, as reported by Drahozal.²

Placement service. Placement ranked sixth and was allotted 2.7 per cent of total guidance hours. Educational services included student referrals to colleges, arrangements for scholarships, conferences with college counselors,

¹Ibid., pp. 63-64.

²Ibid., p. 61.

and administration of college entrance examinations. Duties in educational services occupied approximately three-fourths of the time spent in placement. Vocational placement duties consisted of writing letters of recommendation and helping students apply for jobs and consumed approximately one-fourth of placement hours.

Professional contacts. This category ranked 7.5 in order of guidance activities performed and engrossed 1.5 per cent of guidance time. Fourteen hours were devoted to completion of questionnaires for graduate students. Professional contacts with physical and mental health authorities not assigned to the faculty occupied 7.5 hours.

Community activities. This category ranked 7.5 also and occupied 1.5 per cent of guidance hours. Many and varied types of community activities were reported by the teacher-counselors. Duties included speeches to community organizations about guidance, preparation for speeches, and composition of news releases about guidance services.

Follow-up. Data indicate that follow-up duties ranked ninth and occupied 1.0 per cent of total guidance hours. An organized program was reported to be in effect in only one school. The other technique of follow-up, which was reported, consisted of conferring informally with

graduates who visited the school.

Occupational information. This category ranked tenth and accounted for 0.9 per cent of guidance hours. The participants reported they devoted time to ordering occupational materials and to organizing occupational files.

Data reported by Drahozal indicate duties in educational and occupational information occupied 1.4 per cent of hours devoted to guidance, as reported by selected Iowa counselors.¹

Research. Research activities ranked eleventh and occupied 0.5 per cent of guidance hours. Research activities included reading current guidance literature and preparation of new guidance activities.

Evaluation. This guidance activity ranked twelfth and accounted for 0.1 per cent of guidance time. The only reported technique employed for evaluation consisted of informal discussion of the services by guidance personnel.

Utilization of counseling hours. It was previously reported that the category "counseling" occupied 1,075.5 hours, or 72.8 per cent, of time devoted to guidance. The

¹Ibid., p. 57.

following hours were reported by participants in three areas of counseling: (1) preparation for interview, 11.5 hours; (2) interview, 1,052.0 hours; and (3) recording interview, 12.0 hours. It may be noted that the largest portion of time spent in counseling was devoted to interviewing.

The area "interview" is divided into sub-areas in Table VIII. These data show that 39.5 per cent of interview

TABLE VIII

UTILIZATION OF TIME AMONG SUB-AREAS OF THE
COUNSELING INTERVIEW AS REPORTED BY
EIGHTY-SIX IOWA TEACHER-COUNSELORS

Sub-areas	Number of Hours	Per Cent of Interview Hours	Per Cent of Guidance Hours
Educational Choice	416.0	39.5	28.2
School Problems	135.0	12.8	9.1
Post-high School Educational Planning	76.0	7.2	5.1
Parental Conference	70.5	6.7	4.8
Vocational Choice	63.0	6.0	4.3
Personal Problems	34.5	3.3	2.3
Test Interpretation	33.5	3.2	2.3
Routine	14.0	1.4	0.9
Not Stated	209.5	19.9	14.2
Total	1,052.0	100.0	71.2

time was devoted to the sub-area "educational choice". This type interview occupied 28.2 per cent of time spent in guidance activities. Planning courses for the ensuing year was the subject of most educational choice interviews.

Drahozal reported that approximately forty-three per cent of counseling time was spent in educational planning interviews.¹

School problems, including excessive absences, failures, and conduct, occupied 12.8 per cent of counseling time. Post-high school educational planning accounted for 7.2 per cent. Parental interviews with regard to student problems consumed 6.7 per cent of interview hours. Six per cent was devoted to conferences concerning vocational choices. Problems of a personal nature occupied 3.3 per cent. Test interpretation and routine interviews consumed 3.2 per cent and 1.4 per cent of interview time, respectively. Type of interview was not stated by teacher-counselors in 19.9 per cent of interview time.

Additional analysis of data disclosed that teacher-counselors in larger and smaller schools spent essentially the same percentage of time in each sub-area of interview. Respondents in larger schools, however, failed to state the sub-area of interview in 22.4 per cent of interview hours.

¹Ibid., p. 59.

Those in smaller schools did not report type of interview in 13.3 per cent of interview hours.

IV. NON-GUIDANCE ACTIVITIES

The utilization of time for non-guidance activities is presented in Table IX. These data indicate 62.5 per cent of non-guidance time was utilized for clerical and administrative work. Approximately the same portion of time was spent in clerical and administrative duties as was devoted to testing, group activities in guidance, and faculty conferences concerning guidance. More time was occupied by total non-guidance activities than was spent in

TABLE IX

UTILIZATION OF TIME FOR SPECIFIC NON-GUIDANCE
ACTIVITIES AS REPORTED BY EIGHTY-SIX IOWA
TEACHER-COUNSELORS

Category	Rank Order	Number of Hours	Per Cent of Non- guidance Hours
Clerical Duties	1	117.0	31.8
Administrative Duties	2	113.0	30.7
Teaching Duties	3	42.0	11.4
Extracurricular Activities	4	38.0	10.3
Faculty Conferences	5	25.5	6.9
Assembly Programs	6	22.0	6.0
Student Council	7	10.5	2.9
Total		368.0	100.0

the ten lowest ranking categories of guidance activities.

Roloff reported in his research that counselors were assigned administrative and extracurricular duties in a majority of Iowa schools having guidance programs. Some administrators admitted they felt these duties hamper the counselor in performance of guidance duties.¹

Clerical duties. The respondents spent 117 hours, or 31.8 per cent of non-guidance time, in clerical performance. Clerical duties executed by the respondents, generally, were undertaken for departments other than guidance.

The most clerical time was consumed by preparation of reports and 42.5 hours were spent in this area. Writing passes for interviews occupied 22.5 hours. Respondents devoted 17.5 hours to checking reports. Filing reports consumed fourteen hours. Respondents utilized nine hours for recording test scores and mailing test materials. Reading and answering correspondence were allowed three hours. Clerical duties were classified on the basis of explanations on the "Comments" pages of the diary; however, 8.5 hours of clerical duties were not accompanied by explanation.

Further examination of the data revealed teacher-

¹Harlan Arthur Roloff, op. cit., pp. 32-35.

counselors in larger schools devoted 39.1 per cent of non-guidance hours to clerical duties. Those in smaller schools devoted only 20.5 per cent of non-guidance time to this duty. Data indicate one area of this category, "writing passes for interviews", was performed entirely by participants in larger schools, accounting for the higher percentage of clerical time by this group.

Selected Iowa guidance workers studied by Drahozal devoted nearly twenty-one per cent of non-guidance time to performance of clerical duties. Because some areas considered "clerical" in this research were classified "administrative" by Drahozal, data are not strictly comparable.¹

Administrative duties. The respondents spent 113 hours, or 30.7 per cent of non-guidance time, performing administrative duties. Taking attendance occupied 31.0 hours and was the task which consumed the most time in this category. The respondents spent 15.5 hours registering students. Twelve hours were spent grouping students for classes the coming school year. Other administrative duties included: calling absentees--9.0 hours; lunch supervision--8.5 hours; detention--7.0 hours; checking schedules--3.5

¹Charles Edward Drahozal, op. cit., pp. 67-72.

hours; graduation arrangements--2.5 hours; and curriculum revisions--2.0 hours. Twenty-two hours were recorded in the diaries merely as "administrative" and could not be grouped into areas.

In other related research, approximately forty-one per cent of non-guidance time was spent in performance of administrative duties. The duties considered "administrative", however, varied somewhat from the interpretation used in this research.¹

Teaching duties. Data indicate that 11.4 per cent of non-guidance time was spent in this category. Teaching duties included substitution for absent teachers or performance of tasks associated with assigned classes.

Additional analysis of the data indicate participants devoted 6.7 per cent of non-guidance hours to this category; whereas, those in smaller schools devoted 18.7 per cent of non-guidance time in teaching duties.

Data reported by Drahozal indicate participants spent eight per cent of non-guidance time performing teaching duties.²

Extracurricular activities. Time spent in this category accounted for 10.3 per cent of non-guidance time. Social activities, such as sponsoring classes and meeting

¹Ibid., pp. 68-69.

²Ibid., p. 68.

with party-planning committees, engaged over two-thirds of time occupied by extracurricular activities. Athletic activities consumed one-third of extracurricular hours.

Further analysis of the data indicate participants in larger schools utilized 5.4 per cent of non-guidance hours for extracurricular duties. Smaller-school teacher-counselors devoted 18.1 per cent of non-guidance time to this category.

Faculty conference. This category consumed 6.9 per cent of non-guidance hours. Faculty conferences which were not devoted to subjects of a guidance nature included meetings with teachers, counselors, and administrators.

Assembly programs. Planning and attending assembly programs not concerned with group guidance engaged six per cent of total non-guidance hours.

Student council. Data indicate 2.9 per cent of non-guidance time was devoted to student council activities. Meeting with and advising the student council were areas in this category.

Drahozal reported "work with student groups" occupied approximately eighteen per cent of non-guidance time of selected Iowa counselors.¹

¹Ibid.

Duties included in Drahozal's category were approximately equivalent to those contained in the groups "extra-curricular activities", "assembly programs", and "student council" reported in this research. These categories totaled 19.2 per cent of non-guidance time.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this research was to determine guidance and non-guidance duties performed during time allotted for guidance by teacher-counselors in Iowa secondary schools. In addition, academic preparation of these guidance workers for teaching and for counseling was surveyed; and a description of the schools represented was obtained by questionnaires. Activities performed during time allotted for guidance were discerned by completion of daily diaries submitted by the respondents.

I. SUMMARY

The findings of this study essentially were in agreement with other research conducted in this area. On the basis of data reviewed in the previous chapter, the following summarizations were reached:

1. Teacher-counselors in Iowa secondary schools were cooperative in disclosing their duties and the utilization of time released for guidance.

2. The participating teacher-counselors had a wide range of academic preparation for teaching, and approximately three-fourths had received the masters' degree. A majority had completed the basic guidance courses required

for Iowa certification as a teacher-counselor.

3. The participants were firmly established in their teaching position, and most had received all guidance experience in the school in which they were currently employed.

4. Approximately half the respondents belonged to professional guidance organizations; however, a higher rate of membership was reported by those in larger schools than in smaller schools.

5. In larger schools, the teaching assignment tended to be more completely within the major area of academic preparation.

6. Nearly three times as many pupils were assigned per counseling period as per teaching period.

7. Most teacher-counselors were employed in large secondary schools in Iowa. Several were employed in medium schools, and few were in small schools.

8. Individual inventory, testing, and evaluation services received the highest quality ratings from respondents in larger schools; vocational placement service received the lowest. All services were rated lower by those in smaller schools, and testing was the only service in which a majority gave a high quality rating.

9. Of the time allotted for guidance, one hour in five was devoted to non-guidance activities.

10. The service which received the most concentration

was counseling, which occupied approximately three-fourths of time spent in guidance activities. Little time was devoted to preparation for interviews and for recording interviews. Planning courses for the ensuing year was the chief interview subject reported.

11. Clerical and administrative duties occupied approximately sixty per cent of non-guidance hours.

12. Participants in larger schools devoted more non-guidance hours to clerical duties; whereas, those in smaller schools discharged more teaching duties and extracurricular activities.

II. RECOMMENDATIONS

Inadequacies of guidance programs and the contributions of teacher-counselors were revealed in this research. On the basis of data obtained, the following recommendations were reached:

1. Follow-up of graduates and drop-outs is a needed service in guidance programs of the schools represented.

2. A program of research, the lack of which was indicated as a weakness in many schools, should be instigated.

3. A program of continuous evaluation and revision of services is needed in several schools to increase effectiveness of guidance.

4. In order to discharge their guidance obligations

to students, many Iowa secondary schools should employ few teacher-counselors.

15. In view of the critical need for trained guidance personnel in Iowa secondary schools, teacher-counselors should be utilized to their maximum potential. On the basis of this research, the contribution to guidance by this group could be increased. Implementation should include:

- (1) additional personnel to discharge administrative and clerical duties now performed by teacher-counselors, and
- (2) reduction of the number of pupils assigned for counseling.

III. NEED FOR ADDITIONAL RESEARCH

This study was designed to ascertain activities of one group of Iowa guidance workers. Investigation of the duties of personnel certified as counselors is needed to evaluate the contribution to guidance by this group. Many schools employ personnel, in a guidance capacity, who have not completed training sufficient for certification. The activities of these should be evaluated and compared with those of certified guidance workers. The guidance movement at the county level is progressing in Iowa, and the duties of the county guidance director are much in doubt. Research is needed to measure present functions of the latter, and to suggest additional services.

A study of this type has implications for a specific

time period only. Observation of the activities of a few guidance workers during an extended period would be of value in order to give a more comprehensive picture.

Research pertaining to the duties of counselors in Iowa has been quantitative. Investigation of the quality of performance in the various services would be useful in order to establish the role of counselors and to evaluate the current training program. The Critical Incidence Technique previously was reported to be a method for evaluation of counselor effectiveness.

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APPENDICES

APPENDICES

APPENDIX A

PILOT STUDY

Introductory Letter

February 13, 1959

Dear Teacher-counselor:

Administrators, boards of education, laymen, and teachers often ask the questions, "What is the job of the teacher-counselor? How do teacher-counselors use the time allocated for counseling and guidance? What are the non-guidance activities they are required to do?" I anticipate making a study of this area.

The tentative title of my field report is "The Use of Time Allocated for Guidance by Teacher-counselors in Iowa High Schools", and I hope to produce a study of value to those of you who are interested in this area.

In order to accomplish my goal, I will need the cooperation of each teacher-counselor in Iowa. Would you be willing to cooperate with me by providing pertinent information about yourself and your work? If so, please complete the enclosed card and drop it in the nearest mail box. All information will be kept in strictest confidence.

Very truly yours,

Mahlon L. Lantz, Teacher
Indianola High School
Indianola, Iowa

enc. 1

Enclosed Postal Card

NAME _____

ADDRESS _____

I (am, am not) willing to cooperate in the survey of the
functions of teacher-counselors in Iowa high schools.
(circle one)

Comments:

APPENDIX B

QUESTIONNAIRE

Completion time, approximately 13 minutes

I. Training

- A. Indicate the highest degree which you hold and the hours graduate credit which you have completed beyond this degree. (Mark "X" in the appropriate space.)

() BA or BS	Number semester hours beyond
() MA or MS	your highest degree _____
() PhD or EdD	

- B. Indicate your teaching areas.

1. Major teaching area _____

2. Minor teaching areas _____

- C. Indicate the number and the semester hours of guidance courses completed.

<u>Courses</u>	<u>Number of Courses</u>	<u>Number of Hours</u>
1. Principles and Practices in Guidance	_____	_____
2. Analysis of the Individual (e. g., Mental Hygiene)	_____	_____
3. Organization and Administration of Guidance Services	_____	_____
4. Educational and Occupational Information	_____	_____
5. Techniques of Counseling	_____	_____
6. Educational Statistics and/or Psychological Statistics	_____	_____
7. Education		
a. Educational Tests and Measurements	_____	_____
b. Philosophy of Education	_____	_____
c. Educational Research (including thesis)	_____	_____
d. Curriculum	_____	_____
8. Psychology		
a. Problems of Pupil Adjustment	_____	_____
b. Individual Differences	_____	_____

- c. Child, Adolescent,
Abnormal or Industrial Psychology _____
- d. Individual Mental Testing _____
9. Others (specify) _____

II. Professional Organizations: To which of the professional guidance organizations do you belong? (Mark "X" in the appropriate space or spaces.)

- () Iowa Personnel and Guidance Association
- () American Personnel and Guidance Association
- () National Vocational Guidance Association
- () American School Counselors Association
- () Other (specify) _____
- () I do not belong to a professional guidance organization at this time.

III. Description of School: Indicate the type school in which you are employed and its enrollment. (Mark "X" in the appropriate space or spaces and complete blank.)

<u>School</u>	<u>Enrollment</u>
() Four year high school	_____
() Three year high school	_____
() Junior high school	_____
() Consolidated school (not divided into high school, junior high, etc.)	_____

IV. Experience

- A. How many years have you taught? _____
- B. How many years have you taught in this
school system? _____
- C. How many years have you been a
teacher-counselor? _____
- D. How many years have you been a
teacher-counselor in this school system? _____

V. Description of Present Position

- A. Indicate the subjects you are teaching and the number of periods per subject.

<u>Subjects</u>	<u>Number of Periods</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B. Indicate your pupil load
 1. Teaching (number of pupils) _____
 2. Counseling (number of pupils) _____
- C. Indicate the type group which you counsel. _____
 (Mark "X" in the appropriate space and complete blank, if indicated).
☐ Girls only
☐ Boys only
☐ Students from a specific grade level or levels (indicate grade level) _____
☐ A particular type of counseling case, e. g., personality adjustment (indicate type of counseling case) _____
- D. Indicate the number of periods per week allowed for counseling. _____

VI. Evaluation of Guidance Program: Rate your school's guidance program according to adequacy in each of the following areas. (Mark "X" in one of the spaces on the scale.)

<u>Services</u>	<u>Very Adequate</u>	<u>Acceptably Adequate</u>	<u>Less than Adequate</u>	<u>Not Attempted</u>
Individual Inventory (cumulative record)	_____	_____	_____	_____
Guidance Testing Program	_____	_____	_____	_____
Counseling Service	_____	_____	_____	_____
Occupational Information	_____	_____	_____	_____
Group Guidance Activities	_____	_____	_____	_____
Placement Service	_____	_____	_____	_____
Educational Vocational	_____	_____	_____	_____
Follow-up (graduates, drop-outs)	_____	_____	_____	_____
Research in Guidance (e. g., studies leading to new services)	_____	_____	_____	_____
Evaluation of Local Guidance Department (e. g., continuous evaluation by director)	_____	_____	_____	_____

Enclosed Letter

April 2, 1959

Dear Teacher-counselor:

Thank you for your affirmative reply to the pilot study which I conducted prior to beginning work on my thesis project. An affirmative reply of ninety per cent made it possible to undertake this report.

The enclosed questionnaire is self-explanatory. It has been made as objective as possible, and most items can be answered with an "X" or a number. On trial completions, an average of thirteen minutes was required to answer the questionnaire.

This is Part I of a two part study. Please return the questionnaire by April 10. If you desire a summary of the findings, you may indicate this on Part II. Thank you for your cooperation.

Yours very sincerely,

Mahlon L. Lantz
406 West Iowa
Indianola, Iowa

enc. 1

Follow-up Postal Card

April 17, 1959

Dear _____:

Just a note to remind you that the questionnaire mailed to you April 2 is now due. Because it will be necessary to have the questionnaire before Part II can be sent, I will appreciate receiving same at your earliest convenience. Thank you.

Mahlon L. Lantz
406 West Iowa
Indianola, Iowa

APPENDIX C

DAILY DIARY

ACTIVITIES		COMMENTS
Date _____		
8:00 - 8:30		8:00 - 8:30
8:30 - 9:00		8:30 - 9:00
9:00 - 9:30		9:00 - 9:30
9:30 - 10:00		9:30 - 10:00
10:00 - 10:30		10:00 - 10:30
10:30 - 11:00		10:30 - 11:00
11:00 - 11:30		11:00 - 11:30
11:30 - 12:00		11:30 - 12:00
12:00 - 12:30		12:00 - 12:30
12:30 - 1:00		12:30 - 1:00
1:00 - 1:30		1:00 - 1:30
1:30 - 2:00		1:30 - 2:00
2:00 - 2:30		2:00 - 2:30
2:30 - 3:00		2:30 - 3:00
3:00 - 3:30		3:00 - 3:30
3:30 - 4:00		3:30 - 4:00
4:00 - 4:30		4:00 - 4:30

Enclosed Letter

April 23, 1959

Thank you for your prompt action in returning Part I, the questionnaire section of my thesis study.

Enclosed is Part II, the final section, which when completed will be a daily diary of functions performed during time released for guidance. Two pages of the diary are reserved for each day of the two-week study time. Each page is divided into half-hour periods.

On the page entitled "Activities", briefly note the duty which you performed during each half-hour period. For example, if you spent the period beginning at 9:00 interviewing a student about a problem of his schedule for next year, your entry might be, "Counseling--educational choice".

If an half-hour period is occupied by more than one activity, note the time spent in each. The period beginning at 9:30 might be completed as follows: "Checking attendance--10 min., Recording test scores--20 min."

The page entitled "Comments" is reserved for additional information which you feel is needed to completely describe an activity.

To make the task less time consuming for you, the diary is to be completed only for the time which is reserved to you for guidance. Since the subject of the report is the use of time released for guidance, it is important that you note non-guidance activities as well as those of a guidance nature performed during your guidance hours.

The diaries have been keyed for administrative purposes only, and individual replies will be kept confidential. I am doing my guidance work at Drake University; and the study, which will be completed this summer, will be filed at the Drake library. If you desire a summary of the results, indicate your name and summer address on the back of the diary.

The first week of the study period will be April 27--May 1; the second week will be May 4--May 8. After completion, please return the diary at your earliest convenience in

the envelope enclosed.

Thank you for your cooperation in this study, and I hope you will find the information gained of use.

Yours very sincerely,

Mahlon L. Lantz
406 West Iowa
Indianola, Iowa

enc. 1

Follow-up Postal Card

May 14, 1959

Dear _____:

This is to remind you that the daily diary was to be completed and returned after May 8. If you wish a summary of the results, please give summer address on back page of diary.

I sincerely appreciate your fine cooperation in this study, and hope you have a very pleasant summer.

Mahlon L. Lantz
406 West Iowa
Indianola, Iowa